

PCSGP Form 3 – Narrative Response Part 1
GANAS Academy- Form 3

PCSGP Form 3—Narrative Response—Part 1 (Required)

Educational Program

Through rigorous academics, character development, and community engagement, GANAS Academy Charter School educates students in kindergarten through fifth grade for academic success, placing them firmly on the path to college. GANAS Academy believes that all students – regardless of zip code, race, or socioeconomic status – deserve access to a high-quality education that prepares them for success in college and career. At GANAS Academy, the path to college begins on the first day of kindergarten. In order for all our students to be firmly on the path to college from day one, GANAS Academy is designed around seven key elements.

Element 1 - A culture of high-expectations and caring for students drives academic excellence.

Element 2 - Highly Trained, Excellent Teachers produce strong academic results

Element 3 - Character Development is directly correlated with academic achievement.

Element 4 - Frequent and Focused Analysis of Student Achievement Data enhances student learning.

Element 5 - Family Engagement creates an unwavering network of support.

Element 6 - Extended Learning Time translates to greater performance outcomes.

Element 7 - Community Engagement increases the possibility of academic achievement.

GANAS Academy is a school committed to the students and families of Wilmington. We will fulfill our promise to prepare all students to enter and graduate from college.

How the program will enable all students to meet challenging State student academic achievement standards.

GANAS Academy's educational program is grounded in maximizing student learning and stimulating innovation, for both teachers and students. Our curriculum is built using rigorous state content frameworks - Common Core State Standards (CSSS) and Next Generation Science Standards (NGSS). CSSS and NGSS provide an essential foundation of skills proven to stimulate learning, problem-solving, and college-readiness. We operate using multiple assessments, such as the NWEA MAP, F&P, and interim assessments, that are fully aligned with and thus reflect these rigorous learning standards. Our curriculum supports academic achievement for all students and prepares them for success on national and state assessments, scoring at the 80th percentile or higher. Our curricular sequence and long-term plans are comprised of daily lessons that teach to mastery, rigorous weekly assessments that assess the level of mastery towards those taught and practiced standards, and daily intervention supports that target individual student needs. Every component of our curriculum is measurable, allowing staff to advance individual and collective academic progress and growth and ensure that we are measurably on track to meeting the clear and ambitious goals outlined in the charter petition.

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We will establish a learning environment that fosters the growth and development of all learners. In order to meet the unique needs of every learner, we will first begin by carefully identifying students in major subgroups - English Learners, socio-economically disadvantaged students, students achieving below grade level, Special Education students, foster youth, and students achieving above grade level. We will ensure every student- EL, SPED, educationally disadvantaged students, and homeless & foster youth receives the tailored support necessary to fully access and grow in our academic curriculum and school culture. At the school-level, student support decisions are made by the Head of School, Dean of Curriculum and Instruction, and Student Services Manager. These individuals closely monitor the performance of every student across each subgroup.

To ensure high- quality instruction for all learners, the training and professional development we provide for teachers will translate to improved academic outcomes for all students. The educational decisions we will make and instructional strategies we will implement are proven to maximize learning and quickly increase academic proficiency. Our teaching methodologies have been drawn from the best practices of high performing charter schools and have been shown to be successful with our target student population. As a charter school, utilizing a small school design, we will have the ability to use innovative way to meet our students' specific academic needs, especially those often classified as "at-risk."

The expected student population demographics, including grade level or ages of children to be served.

GANAS Academy is a proposed TK-5th grade school. In compliance with the law and in alignment with our mission to serve all students, GANAS Academy welcomes all students and families residing in the State of California. Our proposed location is the community of Wilmington in the City of Los Angeles. Based on demographic data from surrounding schools, we anticipate that approximately, 90% of our student population will qualify for free or reduced lunch.¹ Additionally, we project that 40% our students will be English Learners and 11% will come to us eligible for Special Education services or identified to receive services while attending our school. Informed by enrollment figures at neighboring schools, we expect to enroll students with a demographic profile as follows: 94% Hispanic, 4% White, 1% Black, and 1% Asian.

The goals and objectives of the charter school, and the methods by which the charter school will determine its progress toward achieving those goals and objectives.

We note that as required under the California Education Code, GANAS Academy's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions GANAS Academy anticipates at this point in time.

¹ <https://www.cde.ca.gov/schooldirectory/>.

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Students at every applicable grade level, including all subgroups, will score at a higher proficiency rate by at least 10% on the CAASPP in the areas of ELA and Mathematics than local schools; and 5% above the CAASPP statewide assessment results in the areas of ELA and Mathematics. School will meet the annual API Growth Target, or equivalent, both schoolwide and for all student subgroups as mandated by the CA State Board of Education. 100% of EL students will advance at least one performance level on the ELPAC each academic year. GANAS Academy's reclassification rate will exceed the district's reclassification rate by at least 5%. 95% (or more) of students, including all subgroups and students with IEPs, will achieve at least one year of growth according to the NWEA MAP assessment (Reading Comprehension and Mathematics).

The curriculum and instructional practices to be used. The curriculum description must include the subjects and academic content to be taught at the school.

Instructional practices must describe the techniques or methodology used by teachers to help engage students and increase student learning.

GANAS Academy's educational plan will focus intently on bringing all students including students with disabilities and English Language Learners (ELLs) to proficiency in the four core subjects, English Language Arts (ELA), math, social studies and science using curricula that combine rigorous direct instruction in essential knowledge and skills with opportunities for independent work and problem-solving. Our curriculum is shaped by and aligned to the California Common Core Standards (CCCS) and the new Next Generation Science Standards and is aligned with the college- and career-readiness mandated by the State of California and prioritized within LAUSD's priorities and plans and the California Assessment of Student Performance and Progress (CAASPP), California's statewide assessment system. We supplement these academic rigorous standards by using other standards from high-performing public charter schools and networks. Our standards are aligned vertically across all grade levels, to ensure one grade is supporting the next. Our standards are also aligned horizontally at each grade level to support integrated learning opportunities and advance mastery at the grade level.

English Language Arts

At GANAS Academy we believe that literacy is the foundation to academic success. We know that reading development is most crucial in the earliest grades of school as early literacy, language development, and reading skills are the foundation of all future learning.² Our ELA curriculum is aligned with the California Common Standards in reading, writing, listening, and language. The aim of our ELA program is to develop within all our scholars the knowledge and skills of a literate person of the twenty-first century. Our language arts curriculum will utilize state adopted textbooks and research-proven, balanced literacy programs, such as SRA Reading Mastery and adaptive computer-based literacy program Lexia. When diagnostics determine students' academic strengths and weaknesses, teachers supplement the curriculum with additional resources, such as those from Reading A-Z and school created curriculum.

² Lesaux, N. (2010). *Turning the page: Refocusing Massachusetts for reading success*. Web.

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By intensely utilizing our curriculum to meet the individual needs of scholars, we will be able to optimally support the diversity of our learners and provide sufficient support to all scholars - particularly those scholars with special needs, English Learners, and scholars below and above grade level. The table below provides an overview of our literacy program.

The Literacy Program at GANAS Academy: TK-5

Program Elements	Element Description
Phonics Instruction (K-2 only)	Phonics Instructions will allow us to build foundational reading skills in our scholars. Teachers will meet daily with a small group of scholars who are on a similar proficiency level when it comes to phonics and decoding. Teachers will provide direct instruction in phonemic awareness, phonics, comprehension and fluency. Scholars will practice reading with accuracy, fluency, and comprehension in the context of decodable books.
Guided Reading	During guided reading, the teacher will pull small groups of scholars reading at the same level to read and discuss books that are appropriate to their reading levels. During this instructional block, scholars will focus on reading comprehension and will learn problem-solving strategies to figure out words they do not know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.
Shared Text	During Shared Text scholars will read a short text together as a class. Collectively, the class will work through the meaning of the text by engaging in a rich discussion of what the text is about and will identify and discuss what moves the author made to convey his or her idea. By analyzing and studying a text together, we will show scholars how to authentically apply habits of great readers, so that they can independently tackle any text they encounter. Then, scholars will further deepen their understanding by writing about the text.

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Read Aloud	The purpose of read aloud is to build critical thinking skills and passion for reading by reading engaging books aloud to scholars. These books will be rich, challenging, and more sophisticated than what scholars can currently read on their own. Through powerful discussions we will guide scholars to understand these books at the deepest level.
Reading Workshop	During reading workshop teachers will use texts of various genres to directly teach and model the tactics of great readers, after which scholars will independently read books at their appropriate level while applying the tactics of great readers. Teachers will circulate the classroom and listen to scholars read and coach them to become more fluent readers.
Writing Workshop	In writing workshop scholars will be immersed in various types of writing and evolve into writers of both fiction and non-fiction. During writing workshop scholars will go through the writing process- brainstorming, drafting, editing, revising and publishing. Each week, teachers will introduce specific writing skills through mini-lessons and re-teaching that have extensive and

Mathematics

At GANAS Academy, we believe that the foundational math skills that are built in elementary schools are critical to future academic success. We will take a balanced approach to teaching mathematics, ensuring that students are developing computational skills and recall of facts while also learning to explain how they arrived at a solution and considering more than one way of solving a problem. Our comprehensive math curriculum provides 90 minutes of math instruction and focuses on teaching conceptual understanding, developing children's procedural literacy, and promoting strategic competence through meaningful problem-solving investigations. This approach to mathematics will ensure that our students are not learning procedures without meaning but rather developing an understanding of the concepts they are studying before they apply these ideas to procedural strategies. The table below provides an overview of our mathematics program.

The Math Program at GANAS Academy-TK-5

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Program Elements	Element Description
Morning Math	<p>The purpose of Morning Math is for scholars to wake up their minds, and practice a skill, or specific standard. Each day, Morning Math will focus on a different routine. Examples of Morning Math routines will include: counting around the class, number strings, true false number sentences, todays number, time and money strings, etc.</p>
Counting Jar (TK-2 Only)	<p>Counting is the foundation of all math. Jar helps scholars to become fluent with number names, number sequence, and understand the way in which numbers correspond to objects. Scholars will begin with Counting Jar, in which they will learn the basics of counting and then move toward strategies involving grouping. Next, they will move on to Money Jar, in which they will develop knowledge of money and grapple with the pre-multiplication concept of grouping.</p>
Number Stories (CGI)	<p>Our Conceptual Understanding & Quantitative Reasoning block will be grounded in “CGI” math or Cognitively Guided Instruction that includes a daily word problem and teaches students to read, retell, visualize, problem solve and will be based upon the book by the same name.³</p> <p>The purpose of CGI is that rather than showing scholars how to solve a problem and then directing them to copy the teacher’s approach, CGI will challenge scholars to come up with their own strategies and become increasingly flexible thinkers and problem solvers.</p>
Math Workshop	<p>Math workshop will combine small group practice, whole group discussion, and individual practice and will engage students using math games and manipulatives. The concepts and skills that students will be taught will be organized into the same strand as the Common Core State Standards and strands will be taught either in isolation or two at a time.</p>

³ Carpenter, Thomas, et.al. (1999). *Children's Mathematics: Cognitively Guided Instruction*. Portsmouth, NH, National Council of Mathematics.

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Students in all grade levels will supplement instruction with skills practice on IXL, a Common Core aligned, web-based, adaptive learning site.

Science

We will implement a science program that is focused on curiosity, questioning, and the desire to seek out answers in creative ways. Our science curriculum will be grounded in and aligned to Next Generation Science Standards for California Public School.

Students will receive science instruction four days per week with a dedicated science teacher. Students will use evidence gathered from their investigations to defend their thinking and become better scientists. Inquiry and mastery will not be separate in our science classrooms; instead, we believe that true inquiry leads to deep understanding of core scientific knowledge. Teachers will use the Full Options Science Systems (FOSS), to provide a hands-on, project-based instructional program that allows scholars to develop and master scientific knowledge and skills. We will integrate reading, writing, and math skills into our science coursework for additional practice and skill development.

Our science curriculum will build in our scholars a strong understanding of scientific knowledge, concepts, and the scientific method. This will be a critical component of college-preparatory education, as it will allow scholars the opportunity to develop a strong foundation in an ever-changing 21st century and global community, with rapidly changing technological advancements.

Social Studies

Our social studies program, grounded in and aligned to the CCCS standards, will allow scholars to “acquire core knowledge in history and social science, and develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present.”⁴ Teachers will rely on primary and secondary sources to bring the past to life and engage students in thoughtful debate around critical questions related to community, state, and national history. We will teach students how to decode and understand non-fiction texts, how to take clear notes – a required skill for student success in later grades and college. We will explore expository writing skills through frequent short-answer paragraphs, and will participate in education field studies, including trips to California missions, as part of our social studies instruction.

Physical Education

“A student who participates in physical education is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life.”⁵ Our Physical Education (P.E.) course develops fundamental and advanced motor skills, improves scholars’ self-confidence, and will provide opportunities for increased

⁴ <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>.

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levels of physical fitness that are associated with high-academic achievement.⁶ Our P.E. program will begin in TK/K and will extend through fifth grade. During this course, scholars will learn about healthy eating habits, receive adequate exercise, and discuss character qualities through activity-based team building. Our physical education curriculum will reflect the California State Standards and will prepare scholars for the California Fitness Gram Physical Education test.

Digital Literacy/Coding

Students in the 21st century need to be technologically literate; that is, they need to know how to use the computer in the ways that professionals use it daily. Students will have a course in technological literacy that will be adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills.

Character Education

The GANAS Academy curriculum will incorporate a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college, and the world. This curriculum will guide all students with the life skills necessary to create self-motivated, competent, and lifelong learners. We will hold students accountable for demonstrating excellent behavior, and we will specifically teach them the character skills needed for their success. We will strategically develop in scholars the school's **BE GREAT** core values - Bravery, Excellence, Grit, Respect, Enthusiasm, Achievement, and Team - and the values will be lived out through the daily actions of staff and scholars. Beginning with Morning Motivation, a daily homeroom meeting for all grades, our core values will be reinforced throughout our highly structured, yet joyful school day. These values will be the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. Our character education block will occur weekly during our abbreviated instructional days and students will have 30 minutes each week to intentionally build character and leadership skills. During Character Education, teachers will discuss a different character trait with students. Our character education course will complement our rigorous academic curriculum and will build the habits of success necessary to graduate from college fully prepared for the workplace.

Instructional Practices to Be Used

Our focus on student achievement is shaped by effective practices from high performing schools that educate students with similar demographics and on current research on effective practices with our target community. In order to meet the needs of our students and maximize the potential for learning, we emphasize the following key practices that are proven to complement our data-driven cycle of assessment, analysis, and action:

⁵ *Physical Activity and Health: A Report of the Surgeon General*. Atlanta, Ga.: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.

⁶ <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>.

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Standards-Based Curriculum and Instruction: Our curriculum is based on and fully aligned with the national Common Core Standards as adopted by the State of California. Under the leadership of the Head of School, Dean of Curriculum and Instruction, and Principal, all teachers begin each school year by closely examining state content standards and interim assessment that correspond to their respective grade level and content area. To ensure mastery of these standards, teachers then structure their lessons to align with the topic of study and deliver instruction based on specific standards aligned objectives.

Differentiated Instruction: Our small student to teacher ratio during our literacy blocks allows for a high level of differentiation to reach all student needs. This focus on individualization within small homogeneous groups lets teachers identify and close gaps in learning. Our two-teacher model in grades TK-5 creates three small groups of approximately 10 students and allows for two groups to receive tailored literacy instruction, each with a highly qualified and certificated teacher. This level of differentiation will support the academic growth and acceleration of all students, particularly our English Learners. A third group of students works on adaptive learning software that further promotes effective differentiation, critical for students below and above grade level, students with special needs, and English Learners. Groupings of students will remain flexible throughout the year to ensure all student needs are met.

Systematic Checks for Understanding: Our focus on student achievement is witnessed at all levels of our academic program. Assessing student learning on a regular basis during lesson delivery is critical for ensuring student mastery. Engagement, knowledge, conceptual understanding, questions, and mastery are all assessed or identified through frequent checks for understanding. Effective checks for understanding are both intentional and purposeful. Teachers will routinely measure student achievement through direct questioning and paraphrasing, written responses, Think-Pair-Share, white boards, small group discussions, specific signs or cues, and choral responses.

Strategies to assess and evaluate impact on student achievement and manage continuous instructional improvement. We consistently use data to drive our instruction and actions. Data is gathered from multiple sources: state assessments in all tested areas at all grades required; ELPAC; national assessments in reading and mathematics, including NWEA MAP and F&P; and school-created, standards-based assessments such as our interim assessments and daily exit tickets in all content areas in all grades. We believe in frequent and multiple assessments in order to identify and target specific skill-gaps tailored to each student. Based on results, we respond quickly to analyze information and trends, identify individual students and gaps in learning, and create action plans that offer opportunities for improvement and mastery:

The plan for using grant funds to attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students in alignment with the authorizing agency's community and reporting progress to CDE program staff in the Annual Progress Report.

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GANAS Academy will implement a strategic recruitment plan that ensures all parents and families in our target community are informed about the educational opportunities we provide. We maintain a strong commitment to serving educationally disadvantaged students in Los Angeles and therefore, utilize various communication and outreach methods to recruit these students and families. Efforts include, but are not limited to:

- Marketing materials that are developed in both English and Spanish
- Canvassing (door-to-door outreach) of households within a one-mile radius of the central location of the future school site
- Community outreach to local businesses, companies, and organizations such as grocery stores, medical & wellness centers, apartment complexes, faith-based organizations, public libraries, shopping plazas, social services centers, and parks.
- Information sessions at local community centers and organizations that maintain a high presence of TK-5 children, including: Wilmington YMCA, Boys and Girls Club of San Pedro and Wilmington and First Five Wilmington.
- Effective use of social media and school website to notify parents and families of enrollment opportunities and important application and lottery dates

GANAS Academy will commit to the strategic recruitment plan to achieve our goal of serving educationally disadvantaged students in Wilmington. Our targeted population reside within zip codes 90744, 90731, and 90710 and our enrollment efforts will center on this area. Based on a frequent assessment of enrollment efforts, we will modify our recruitment plan as necessary to ensure our applicant pool is reflective of our enrollment goals.

A description of how the charter school will comply with sections 613(a)(5) and 613 (e)(1)(B) of the IDEA. Applicants that are part of a local educational agency for the purposes of special education must address how the applicant's students with disabilities will be served in the same manner as students with disabilities served by the local educational agency in its other schools.

GANAS Academy shall ensure that no student otherwise eligible to enroll in GANAS Academy shall be denied, directly or indirectly, admission due to a disability or to GANAS Academy's inability to provide necessary services. GANAS Academy acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including GANAS Academy.

GANAS Academy has selected LAUSD SELPA Option 2. Our special education teacher will provide push-in and pull-out services, as needed, at GANAS Academy. GANAS Academy will implement a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA. A parent/guardian or GANAS Academy staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS

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framework. GANAS Academy shall be solely responsible for conducting special education assessments deemed necessary and appropriate by the school. The Head of School and Student Services Manager will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to individual testing, teacher observations, interviews, review of school records, reports, and work samples, and parent input. Please see Form 3 for a thorough description of our Special Education program in compliance with the Individuals with Disabilities Education Act.

Charter Management Plan

GANAS Academy Charter School is an independent charter school governed by GANAS Academy, Inc. to ensure academic success, financial viability, and organizational health. GANAS Academy has approved bylaws, Conflict of Interest, and Fiscal Policies. We will comply with the provisions of the California Corporations Code that governs nonprofit corporations and the Brown Act. The Board will have a minimum of seven and no more than fifteen members, and always be comprised of a majority of disinterested Board members. GANAS Academy will be governed by The Board of Directors as they hold the charter and are legally, ethically, and fiscally responsible for the school. The Board of Directors is a policy-making Board and supervises the leadership and performance of the school. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management, and adherence to school policy to the Head of School. Ultimately, the Board is responsible for school oversight. Specifically, the Board of Directors will oversee:

- **Mission, vision, and policy** - Board of Directors will implement and review policies aligned to the school's mission and vision and execute a strategic plan to achieve goals outlined in the charter.
- **Finances** - Board of Directors will review and approve the annual budget and support all fund development priorities.
- **Legal and regulatory compliance** - Board of Directors will act in compliance with all state laws and regulations and regularly evaluate its function to meet all legal and regulatory requirements.
- **Head of School** - Board of Directors will select the Head of School and evaluate regularly using specific performance criteria. Through guidance and support, The Board will ensure the Head of School meets the school's academic, organizational, and fiscal goals.
- **Promotion and accountability to the public** - Board of Directors will promote the school to the public, expand the school's networks and relationships, respond to community and stakeholder concerns, and participate actively in Wilmington.

The Board is comprised of individuals who present a diverse range of skills. Chosen in part due to their professional contributions to the Board, Board members collectively possess skills to provide effective oversight of our finances, organizational health, and academic program. Our Board members have demonstrated a commitment to

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improving the lives of families in Los Angeles through technology, finance, law, facilities, and education.

The use of data driven decision making to inform instruction and evaluations

The Board of Directors of GANAS Academy and the administrative staff will be responsible for the organizational health of the school to ensure compliance with all federal and state laws and any conditions set forth by the authorizer. The Board will monitor progress towards long-term and annual goals. The Board will be responsible for hiring, supporting, and evaluating the Head of School, and will set the compensation for that role. To ensure fidelity to GANAS Academy's mission, the Head of School will provide the Board with a written report to evaluate academic outcomes, financial dashboards, and management reports every month which are publicly announced, in compliance with the Brown Act. The Academic Achievement Committee will review and present academic progress to the Board during each Board meeting, along with recommendations for improvement. Teacher and staff performance evaluations, that includes student achievement as a significant factor, will be conducted by the Head of School.

Community and Parent Involvement

At GANAS Academy, we believe that families and parents are our partners and critical stakeholders in our work. Our partnership with parents begins during student recruitment where we discuss with parents the goals and aspirations they have for their children and how GANAS Academy will work with them to make those aspirations a reality. When new students enroll at GANAS Academy, members of the school's leadership team will conduct Home Visits with each family before the school year begins. During these Home Visits, the school leadership team will discuss with each family the mission and vision of GANAS Academy and learn about the academic goals the family has for their child. Prior to the beginning of the school year, we also will hold an annual Family Orientation, offered at two times to allow for wide access to our families and from which families can select the best time that works for them. The purpose of this orientation will be for families to meet the GANAS Academy team and receive information on our academic and behavioral expectations, support services, and promotion requirements. During orientation, parents will also have an opportunity to tour our space and watch model lessons conducted by our teachers so that they can understand our instructional approach.

We will communicate with parents about their student's progress daily through a variety of means, including but not limited to: our website, phone call homes, daily written updates, and parent conferences. We will update our website regularly with pertinent information and ensure that it is available to view in the parent's native language. We will send home weekly updates on a student's academic and behavior performance. After every trimester, we will also hold parent conferences, which will be led by teachers to discuss with parents their child's performance and progress and provide a space for parents and teachers to solidify their partnership and support student learning.

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To deepen and further enrich the relationship between school and family on behalf of student success, GANAS Academy will host monthly Cafecitos, which will be informal gatherings of parents to openly discuss topics of interest, learn about current curricular focuses, and celebrate school progress and achievement. All parents and members of the greater community are welcome to attend, as our goal is to create an additional avenue for parent feedback and ideas. Cafecitos will be hosted by the Head of School (HOS) and/or Principal(s).

To ensure parents are consistently engaged, GANAS Academy will conduct semi-annual family surveys, collecting data on family satisfaction with curriculum, culture and staff. We believe that having family buy-in and building capacity is critical in promoting positive student outcomes. Results of these surveys will be provided to the Board and will inform the annual evaluation of the Head of School.

LCAP Development: In planning to draft the LCAP, leadership referred to CA Education Code 47606.5. GANAS Academy will engage the School Site Council, ELAC, staff, students, parents, and other community stakeholders regarding the annual LCAP. Engagement will consist of surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP. Feedback from stakeholders will be documented, reviewed, and analyzed in finalization of GANAS Academy's LCAP. In May, after a preliminary school budget, LCAP, and associated goals are completed, the Head of School will present drafted plans to staff. After reviewing staff input, plans are presented to the School Site Council, students, parents, and other stakeholders for review and public comment, in preparation for formal adoption by the public vote of the Board in June.

School Site Council: The GANAS Academy School Site Council (SSC) will ensure that the voices of families, teachers, and the community are heard throughout the school's decision-making process. The SSC is comprised of ten members of the school community and includes the Head of School, teachers, parents, and other staff members. There will be 4 faculty seats, 1 seat for Head of School and 5 seats for parents or community members. SSC members are nominated and elected by their peers and serve two-year terms. Members will be elected for a two-year term, with elections for half the members held in even years and half in odd years. Information from the SSC meetings will be communicated at board meetings through parent representative or minutes that will be shared by the Head of School. The SSC is one of the important groups providing feedback on the development of each annual LCAP.

GANAS Family Ambassadors is a group of dedicated parents carrying out the singular mission of strengthening school community and culture through parental involvement. Our Family Ambassadors contribute to the success of our school by assisting with student recruitment efforts, organizing parent volunteers, and hosting or requesting relevant workshops for other parents and the greater community. Serving as a GANAS Family Ambassador is strictly a voluntary position and there are no requirements to join. There is also no cap on the number of members who can participate. The Head of School and/or Principal(s) will work closely with the GANAS Family Ambassadors to

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build on school success and address challenges and obstacles that families may be facing. Our school will provide adequate space and resources for monthly meetings and new families will be encouraged to attend and participate.

Sustainability and Alignment of Resources

GANAS Academy's five-year financial plan outlines a revenue and spending plan that will allow the school to continue to operate and thrive once the federal grant has expired. The budget assumptions and projections are conservative and based on charter schools serving similar grade levels and sizes. The financial plan includes start-up and operating costs, cash flow, and detailed financial projections with plans to grow to 360 students by the end of our five-year charter term. The financial plan shows the school reaching financial sustainability on recurring state funding and federal funding in Year 3 with 240 students. As the school's enrollment grows, public state and federal funding will increase, enabling GANAS to grow all aspects of its operation accordingly. At the same time, significant yet necessary "one-time" start-up expenses will level off, including planning year salaries and benefits, teacher and Board professional development and capacity building, staff and student recruitment, and purchase of classroom furniture and technology. In addition to this grant application, the school will be applying for the California School Finance Authority Revolving Loan for charter schools to help with the timing of cash flow during the startup phase.

How sub-grant funds will be used in conjunction with other federal programs

PCSGP funds will be used to supplement, not supplant, any federal, state, local or non- federal funds. GANAS Academy will receive IDEA, Title I, Title 11, and Title III federal funding. PCSGP funds will not be used to pay for existing levels of service funded from any other source, including Title I (low-income families) or Title II (teacher training), or any non-allowed costs, in accordance with applicable regulations and non-regulatory guidance. For example, Title I will be used to provide supplementary support to students who are below grade level or low achieving, separate from the use of any Title V (PCSGP) funds, and Title II will be used to support ongoing professional development for teachers throughout the school year, separate from the initial training all new teachers will receive using Title V funds. GANAS Academy will not use sub-grant funds to pay for services that are funded from other sources nor for new construction, most types of transportation, class size reduction, or purchases that do not directly support the intended purposes of implementing the charter school under regulations. In addition, GANAS Academy will develop and maintain a system for the administration of the procurement of goods and services acquired with federal funds according to the Education Department General Administration Regulations.

Targeted Capacity Building Activities

Building and sustaining data systems that measure student success and inform teachers and principals in how they can improve their practices.

GANAS Academy realizes that data analysis, reporting, and improvement are integral parts of our instructional program. We know that grading assessments quickly and using

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the outcomes to inform our practice will be a powerful mechanism to drive academic growth. We will implement a data-driven approach and assessment plan that is focused on student outcomes. Our gauge of effective teaching will always be measurable evidence of student learning. Our Outcomes Assessment Plan is a cyclical nature of curriculum and assessment design and implementation where the end result will always be to use student achievement data to drive improvements in our instructional program. The steps which underlie the assessment of our student learning are the following:

- Develop learning objectives.
- Check for alignment between the curriculum and the objectives.
- Develop an assessment plan.
- Collect assessment data.
- Use results to improve the program.
- Routinely examine the assessment process and correct, as needed.

All student achievement data and student information data will be kept in our student information system (Illuminate) and will be available for reporting purposes including the School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities. Teachers will be trained thoroughly on this process during summer PD and we will revisit these systems during whole school PD throughout the year.

Opportunities for teachers to plan and engage in professional development within, and across, grades and subjects.

We believe that a depth of pedagogical skills and knowledge and a wide range of instructional strategies are necessary to meet the needs of all students, particularly students entering behind on grade level. To meet this need, and with a focus on ensuring our instructional staff is prepared to effectively execute multiple teaching methods, our model begins with a four-week summer Professional Development (PD) session where teachers are introduced to the best practices and instructional strategies from our nation's highest-performing schools. Teachers also receive ongoing coaching and development through (a) 60 minutes weekly of individual coaching and (b) 30 additional professional development days each year. We will also conduct Weekly Professional Development every Friday for two hours where teachers will have an opportunity to engage with other teachers within and across grades and subjects. Our professional development is always grounded in methods aimed at improving academic achievement and is responsive to the needs of our staff and students throughout the year.

Description of how the applicant will use grant funds to secure adequate student record and retention software to improve the transfer of student records for transient students and ensure correct academic placement.

GANAS Academy will establish and adhere to procedures related to confidentiality and privacy of student records. In accordance with its policies, GANAS Academy will keep student records in a locked file cabinet to which only designated staff will have keys. Student special education files will be kept in separate locked cabinets

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to which only designated staff will have keys. Our electronic student information system (Illuminate) will use password protected accounts to ensure the same limits on access to student files and will also provide ease of student transfer of records. If a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

Professional development training for teachers and school staff to assist in identifying and meeting the unique needs of homeless and foster youth.

Foster youth and homeless youth will be immediately identified through our registration and enrollment process. Our trained staff will identify students in these subgroups and we will communicate support and services we will offer with individual families. We will partner with and solicit services from other institutions and agencies based on individual student need. The Head of School will review data of students in these subgroups to ensure our program is providing an education that meets their needs and places them on a pathway to college. We will provide targeted summer PD to staff to best assist these subgroups using specific interventions. Homeless and foster youth will be immersed in a learning environment focused on college success where they will acquire metacognitive strategies and critical thinking and problem-solving skills. Through our educational program, homeless and foster students will also have access to support services that will focus on their emotional wellbeing. We recognize that students in foster care may require special mental health services because of issues in their home life and therefore, our Student Services Manager will ensure that these students are provided the necessary supports. We will provide support of students' basic needs, through referrals to external service providers.

Training for all teachers and staff on inclusive best practices for Students with Disabilities.

GANAS Academy administrators, general and special education teaching staff, and other appropriate faculty and staff members will attend professional development and/or training meetings with the goal of learning best practices for students with disabilities and to comply with state and federal special education laws. GANAS Academy will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a student for an evaluation under IDEA. However, GANAS Academy will ensure that student identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification.

Description of how the applicant will use grant funds for educational technology and/or resource centers to provide equal access for students who do not have access to technology in the home.

Technological literacy is an integral complement of our core educational program. Through our 1:1 (student to Chromebook) technology model, students are exposed to a culture of learning rooted in technology. Students receive a weekly 60-minute block of technological literacy where they learn to use technology as a means to communicate, solve problems, acquire information, and work efficiently. Our Technological Literacy program is designed to equip students with necessary skills and tools to succeed in a technologically-driven economy.

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Instructional development and improvement systems with periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement, and is modified, if ineffective.

Each spring, the GANAS Academy instructional leadership team, which includes the Head of School, Dean of Curriculum and Instruction, and Student Services Manager, will review and evaluate curriculum effectiveness. We will look at data from the NWEA MAP, F&P, and unit assessments to determine strengths and gaps within the curriculum. When we serve third grade students, we will also look at data from state assessments. We will always use data to drive curricular improvements for the following academic year. As a data driven organization, GANAS Academy will make informed decisions on curricular changes based on both school data as well as research-based, proven programs if the opportunity arises to switch curricular programs. A summary of student performance will be presented monthly to GANAS Academy's Board of Directors, breaking down overall performance into performance by sub-group for analysis.

Instructional improvement systems for technology-based tool and other strategies that provide teachers, principals, and administrators with meaningful support and data to systemically manage continuous instructional improvement.

Our data-driven instruction cycle is categorized into three components: assessment, analysis, and action. This three-step cycle repeats indefinitely throughout a student's TK- 5 experience at GANAS Academy. Teachers are provided ample opportunity to develop this strategy prior to the start of the school year during our four-week summer training. Our practiced-based professional development builds the individual capacity of teachers to implement this cycle using a variety of assessments such as exit tickets and interim assessments. Throughout the school year we also provide five full "data days" that occur immediately after the Northwest Education Association Measure of Academic Progress (NWEA MAP) and Fountas and Pinnell (F&P) assessments. Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. On a weekly basis, two hours of professional development are devoted to analyzing pupil performance and creating actionable plans for the classroom. The Head of School and Dean of Curriculum& Instruction work with teachers to adjust instruction based on mastery outcomes, both formative and summative.

Leadership and Governance training to overcome initial startup challenges and establish a thriving, financially viable charter school. Must include governance and fiscal management training in the first year of operation.

GANAS Academy's Board of Directors has established policies, procedures, and systems to ensure a successful and stable operation. The Board has received the necessary training to ensure that GANAS Academy will be a thriving, financially viable charter school.

- *Governance & Fiscal Management Training:* GANAS Academy's Board is comprised of seasoned members who have previously served on a number of nonprofit boards. All bring significant financial experience, including managing multimillion-dollar budgets. Additionally, Board members have participated and will continue to participate in ongoing training to ensure strong and stable governance and fiscal management. Founding Board members most recently received training on charter school governance, including the Brown Act, by an

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outside consultant, as well as a detailed financial training from ExEd in Spring 2018. Additionally, the Board will continue to receive additional training on governance and fiscal management in the planning year through CCSA's free Governance and Finance Academies. Online Brown Act trainings will also be provided by CCSA. Any new board members will be trained on the same topics, as well as GANAS Academy policies.

School leaders and the school's operations team will receive detailed annual training from ExED on all aspects of accounting, financial management and fiscal operations in accordance with GANAS Academy's board-adopted Fiscal Policies as well as ExED's policies and procedures. Teachers will participate in fiscal training during summer professional development, including procedures for purchasing curriculum and supplies.

Business and personnel services

GANAS Academy has contracted with experienced charter school back-office service provider ExED to provide certain business and personnel services. These include budgeting, forecasting, accounts creation (insurance, benefits, attendance tracking), payroll, compliance and reporting, and purchasing. ExED will facilitate the school's procurement processes, accounts payable and receivable, and the development of clerical and administrative procedures for daily operations in collaboration with the school's Operations Manager.

Strategic planning

GANAS Academy's Board of Directors reviews its strategic plan annually. The plan outlines the organization's key academic, operational, and financial goals for our five-year charter term. High-level strategic planning is led each year by the HOS in collaboration with GANAS Academy's School Leadership Team and Board of Directors during the first annual Board retreat. GANAS Academy's School Leadership Team tracks progress toward these goals and reports on progress to the Board of Directors at each board meeting.

Autonomy (Required)

The applicant must describe the flexibility and level of autonomy the school has from the authorizer over budget, expenditures, personnel, and daily operations.

GANAS Academy is a direct funded independent charter school operated by GANAS Academy Inc. GANAS Academy operates autonomously from LAUSD, with the exception of supervisory oversight as required by statute. GANAS Academy's Board of Directors maintains control over school operations and is fully responsible for the academic, operational, and fiscal affairs of the school. The Board of Directors, administrators, faculty and staff will comply with all applicable federal, state and local laws, regulations and policies, including nonprofit integrity standards, conflicts of interest laws and the Brown Act. GANAS Academy's Board is in charge of all financial functions of the school and approves and monitors the school's annual budget and any revisions; monitors cash flow, revenues, expenses, and other fiscal affairs; contracts with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices; and approves the annual independent fiscal audit and performance report. The chartering authority, LAUSD, shall not be held liable for the debts or obligations of GANAS Academy or for claims arising from the performance of

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acts, errors or omissions by the school, if the authorizer has complied with all oversight responsibilities required by law.

All employees of the school are and shall be at-will employees of GANAS Academy, Inc., which is the exclusive public employer of employees of the school for purposes of the Educational Employment Relations Act ("EERA"). GANAS Academy will comply with all provisions of the EERA and will act independently from LAUSD for bargaining purposes. GANAS Academy will retain decision-making authority over all hiring, dismissal, work rules, employee assignments, compensation and other personnel decisions and actions pursuant to GANAS Academy employment policies and procedures and in accordance with all applicable federal and state laws and policies.

GANAS Academy has selected LAUSD SELPA Option 2 and LAUSD will have a Memorandum of Understanding (MOU) in place before the charter goes into effect outlining the responsibilities of both parties as they relate to special education. The school will employ in-house special education instructional staff but will outsource some related services.

Notification and Admissions (Required)

A description of how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school

Our recruitment team conducts outreach activities throughout the calendar year. A variety of techniques are utilized including home mailers, local school visits, community-based organization visits, presentations at various multi-ethnic events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including Los Angeles-based publications. All promotional materials are also available in Spanish, to inform non-English speaking populations about our school. In order to ensure we attract low-achieving, economically disadvantaged and special education students, we will conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we will accept students regardless of past academic performance.

The school's admission preferences as approved by the authorizer.

As outlined in our approved charter petition, admission preference is given to students that reside in the Los Angeles Unified School District (LAUSD), siblings of a currently attending GANAS Academy student, students at a non-charter elementary school or in the elementary school's attendance area if at least 50% of the elementary school students are eligible for free or reduced lunch (E.C. Section 47605.3), and students of current staff members (to not exceed 10% of total enrollment). Children of military families, foster youth, and homeless students will be given in-district preference. If a child gains admission, any sibling receives preference in admission, if seats are available for their grade. No other preferences will be given in the lottery or admissions process. In the event that GANAS Academy receives more applications than there are

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spaces available for any particular grade, enrollment will be determined by random public lottery in accordance with Education Code section 47605(d)(2)(B). The lottery will be public, transparent, and fair; it will be held within two weeks after the last day that applications can be submitted to be included in the public lottery. All applicants will be informed of the date, time, and place of the drawing via mailed letter (written in both English and Spanish) and invited to attend, though they will also be informed that their presence is not required to secure a spot for their child at the school. Notice will also be provided at the school and on the school's website. All students whose applications have been submitted on time will be included in the lottery, with preference given as stated above.

The admission and public random drawing processes are compliant with state and federal laws.

The school's admission and public random drawing processes, detailed in the approved charter petition, are fully compliant with state and federal laws as described in assurances and agreed to by signature of the Administrator or Designee in the Certification, Assurance, and Signature Section on page 2 of 2 on the PCSGP Form 1.

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